



Final
Approved Copy
August 2024

School Improvement Action Plan



School Year:	2024-2025
School Name:	Sanders Elementary School
Principal Name:	Tiffany Jackson
Date Submitted:	June 17, 2024
Revision Dates:	July 26, 2024

<i>District Name</i>	Cobb County School District
<i>School Name</i>	Sanders Elementary School
<i>Team Lead</i>	Windy Childs and Emily Folk
<i>Position</i>	Academic Coach
<i>Email</i>	Windy.childs@cobbk12.org and emily.folk@cobbk12.org
<i>Phone</i>	770-819-2568
Federal Funding Options to Be Employed (SWP Schools) in This Plan (Select all that apply)	
X	Traditional funding (all Federal funds budgeted separately)
	Consolidated funds (state/local and federal funds consolidated) - Pilot systems ONLY
	"Fund 400" - Consolidation of Federal funds only
Factor(s) Used by District to Identify Students in Poverty (Select all that apply)	
X	Free/Reduced meal applications
	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

In developing this plan, briefly describe how the school sought and included advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).

References: Schoolwide Checklist 3.b.[Sec. 2103(b)(2)]

School Response: Throughout the school year, we have asked for feedback from our staff, families and community members regarding our school-wide goals, instructional resources and how we can best support our community/families. Surveys were administered this year to our families and all staff to assist our leadership team with creating our School Improvement Plan and our goals. Once the feedback was collected, we analyzed and synthesized the

data to identify common themes, patterns, and areas of consensus. This involved carefully reviewing and categorizing the responses to extract meaningful insights and suggestions.

IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process to meet requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school. Suggested stakeholder participation includes the following roles. **A parent is required.**

Positions and Roles to consider when developing the SIP Committee.

1. Administrative Team
2. Content or Grade Level Teachers
3. Local School Academic Coaches
4. District Academic Coaches
5. **Required: At least one Parent (Non CCSD Employee)**
6. School Counselors
7. Parent Facilitators
8. Media Specialists
9. Public Safety Officers
10. Business Partners
11. Social Workers
12. Faith Based Community Leaders
13. School Technology Specialists
14. Community Health Care Providers
15. Universities or Institutes of Higher Education

COMMITTEE MEMBERS SIGNATURE PAGE (See attached signature page)

The comprehensive needs assessment (CNA) and school improvement team (SIP) team consist of people who are responsible for working collaboratively throughout the needs assessment and plan development process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school. Multiple meetings should occur and a sign in sheet must be maintained for each meeting.

Meeting Date(s):	(Add Dates Here)
------------------	------------------

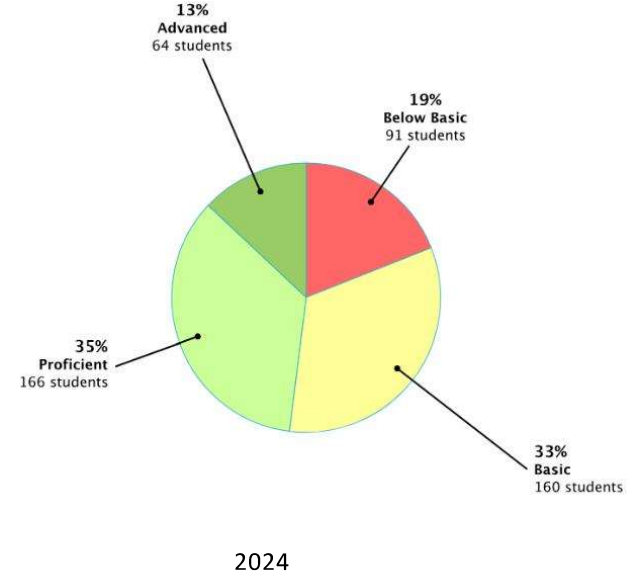
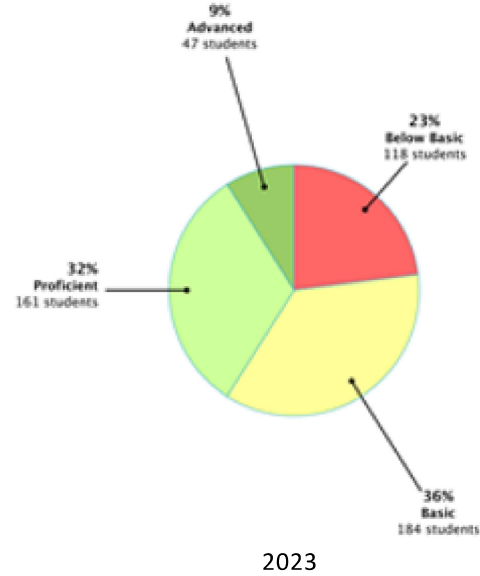
Position/Role	Printed Name	Signature

Comprehensive Needs Assessment Evaluation of Goal(s)

(References: Schoolwide Checklist Section 1114(b)(1)(A))

Collaborate with your team to complete the questions below regarding the progress the school has made toward each goal in the FY24 School Improvement Plan (SIP).

Previous Year's Goal #1	Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Reading Inventory, will increase from 37% (208 students out of 607) in May 2023 to 54% (325 students out of 607) by May 2024.
Was the goal met? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
What data supports the outcome of the goal?	We used the Reading Inventory to measure the success of our goal.



Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

Although we did not meet our goal, we still significantly increased the number of students performing at or above grade level. During the 2023 school year, 37% (208 students) ended the year proficient or advanced. We ended the 2024 school year with 48% (230 students) proficient or advanced.

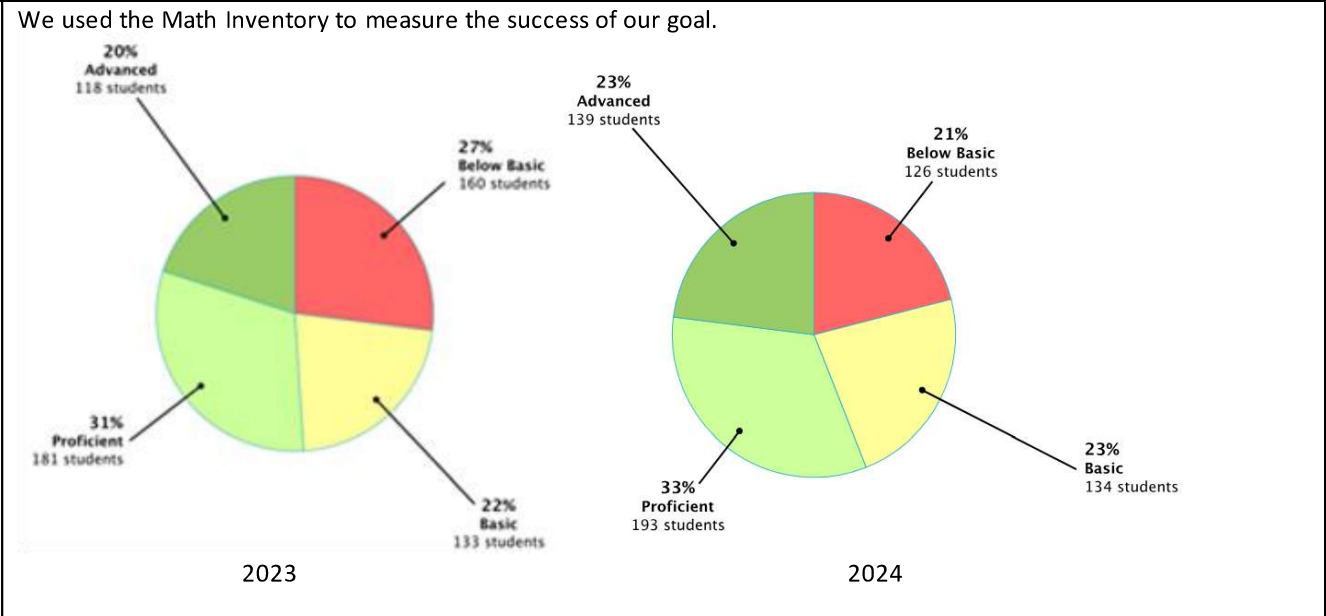
During the 2025 school year, we can implement a school wide approach to reading instruction through Expeditionary Learning. This program helps build background knowledge, addresses academic and domain specific vocabulary, and increases the rigor needed to improve our reading scores.

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Previous Year's Goal #2 Students in K-5 at Sanders Elementary School performing at Proficient or Advanced as measured by the Universal Screener, Math Inventory, will increase from 49% (299 students out of 607) in May 2023 to 66% (400 students of 607) by May 2024.

Was the goal met? YES NO

What data supports the outcome of the goal?



Reflecting on Outcomes

If the goal was **not met**, what actionable strategies could be implemented to address the area of need?

Although we did not meet our goal, we still significantly increased the number of students performing at or above grade level. During the 2023 school year, 49% (299 students) ended the year proficient or advanced. We ended the 2024 school year with 56% (332 students) proficient or advanced.

Because of this significant increase, we need to continue implementing what we put in place this year. In addition, we plan to provide professional learning in maximizing instructional time, student engagement, and increasing the rigor in the classroom.

If the goal was **met or exceeded**, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?

Previous Year's Goal #3 By the end of the 2023-2024 school year, Sanders Elementary School will decrease the number of K-5 students receiving office referrals from 14% (83 students out of 607) in May 2023 to 8% (50 students out of 607) by May 2024.

Was the goal met? YES NO

What data supports the outcome of the goal?

Office Referral data

Discipline Referrals for 2023 - 2024	
Number of office referrals - 221	
Number of students receiving referrals: - 83	
Grade Level Break Down – Number of Referrals	
Kindergarten	18
First Grade	21 (15 for one student)
Second Grade	63 (22 for one student)
Third Grade	35
Fourth Grade	24
Fifth Grade	60
Types of Referrals	
Disruption	85
Insubordination	50
Rough/Boisterous Behavior	49
Physical Aggression	34

Reflecting on Outcomes

<p>If the goal was not met, what actionable strategies could be implemented to address the area of need?</p>	<p>During the 2023 we had 83 students receive office referrals, the 2024 school year we also had 83 students receive office referrals. Next year we will plan to add additional supports in place to help our Tier II and Tier III behavior students. Additionally, we will have a consistent morning meeting procedure for the entire school year instead of just the second half.</p>
<p>If the goal was met or exceeded, what processes, action steps, or interventions contributed to the success of the goal and continue to be implemented to sustain progress?</p>	

Comprehensive Needs Assessment – Summary of Findings (Schoolwide) Section 1114(b)(1)(A)

Data	Strengths	Concerns	Multiple Data Sources
<p align="center">ELA</p>	<p>Improved decoding and encoding instruction K-1 as seen by an average of 88% of students being distinguished on the ELF assessment. Building and using common assessments 3-5 3-5 Intervention block produced a significant increase in Lexile Levels yielding an average growth of 336. School wide growth in NSGRA, RI, and ELF assessment levels. UFLI used for intervention K-5 as determined by NSGRA levels K-5 uses decodable texts to meet student needs based on NSGRA and ELF data.</p>	<p>Academically rigorous teaching Unfinished learning in decoding and comprehension Lack of background knowledge Direct vocabulary instruction</p>	<p>Interims Common Assessments RI reports Istation Reports NSGRA Levels ELF Scores</p>
<p align="center">Math</p>	<p>Use of manipulatives in 100% of K-5 classrooms as measured by walkthroughs. Training 100% of homeroom teachers in the use of manipulatives to support instruction. 56% of our students are proficient or Advanced on the Math Inventory. 100% of teachers used the CCSD coursework with fidelity. 100% of grade levels collaborated on math instruction. Students performing below basic and basic on the MI decreased by 46%.</p>	<p>Developing conversations around math Adjusting the CCSD coursework to be more manageable for teachers Understanding word problems as measured by the interims.</p>	<p>Interims MI Common Assessments Dreambox Reports</p>
<p align="center">Science</p>	<p>Integration of science into math instruction</p>	<p>Understanding of academic vocabulary Lack of hands-on instruction</p>	<p>Interims</p>

Social Studies	Integration of social studies into reading instruction	Understanding of Academic Vocabulary	Interims
Discipline / School Climate Data	Minor Referrals used to prevent office referrals. Students respond well to positive points, shopping in PBIS store, and PBIS celebrations. The majority of teachers consistently use PBIS rewards app to reward student behavior.	Many of our students receive more than one office referral throughout the school year meaning we need additional strategies to support students after receiving an office referral.	Office Referral Data Minor Referral Data Walkthrough Data
Professional Learning What's been provided? What is the impact?	Academic Coaches successfully facilitated rigor and questioning training that the impact was observed on grade level common assessments and lesson plans. After the decodable books training, decodable books were observed being used correctly in classrooms. Teachers successfully used letter tile kits for word work, spelling, and decoding after the letter tile kit PL. Manipulatives Training from Angela Mack yielded an increase in use of manipulatives as seen in all grade levels through walkthrough data.	Teachers need additional professional learning in tier I instruction Continue training on increasing rigor during instruction.	Teacher survey
Other			

Comprehensive Needs Assessment – Summary of Findings (Student Groups) Section 1114(b)(1)(A)

Data	Student Groups	Strengths	Concerns	Multiple Data Sources
ELA	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Students who are English Learners are double dipped in ELA instruction by an ESOL teacher and their homeroom teacher.	Students are not making significant gains according to the interim and common assessments.	Interims Common Assessments

			Transiency rates impact students' proficiency in content standards due to missing prerequisite skills.	
Math	<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	Use of manipulatives to provide a concrete understanding for students. This benefits ESOL and transient students.	<p>Students are unable to read the word problems and understand what the problem is asking them to do.</p> <p>Transiency rates impact students' proficiency in content standards due to missing prerequisite skills.</p>	Interims Common Assessments
Science	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Integration in math instruction.	Lack of background knowledge Academic Vocabulary Lack of hands-on experiences	Interims
Social Studies	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Integration in reading instruction.	Lack of background knowledge Academic Vocabulary	Interims
Discipline / School Climate Data	<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	There were 871 minor and 221 major office referrals during the 2023-2024 school year. This shows that students receiving a minor referral are significantly less likely to receive a major office referral.	<p>47% (39 of the 83) of students who received office referrals received more than one referral.</p> <p>Interventions not consistently in place for Tier II and Tier III behavior students.</p>	Office Referrals PBIS Referrals
Professional Learning	<input checked="" type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	Teachers participated in professional learning on ELlevation to benefit English Language Learners. Additionally, teachers learned about behavior strategies from Amy Dean. Lastly, teachers had several opportunities to learn about the best strategies for using math manipulatives.	Teachers could benefit from further professional development addressing learning gaps for English Language Learners, students who experience homelessness, and transiency.	PBIS Referrals Office Referrals Common Assessment Data Reading Inventory Data Math Inventory Data

Other	<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant			
--------------	---	--	--	--

Statement of Concern #1	Of the 481 students who took the reading inventory, 251 (52%) students scored below grade level.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	In Kindergarten through second grade, a lack of academically challenging text exposure.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	In second through fifth grade, a deficiency in rigorous, academically challenging reading instruction in both decoding and comprehension. Second through fifth grade instruction needs to focus on using morphology to determine the meaning of unknown words. Additionally, second through fifth grade instruction needs to focus on challenging students with higher DOK leveled questions.
Root Cause #3 - (Within control) Impacts which system(s): <input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	A deficiency of consistent and academically challenging writing expectations. Sanders Elementary School needs a more structured and systematic approach to writing. Teachers need to focus instruction on writing to respond to text.
Contributing Factors (Outside of control)	Increasing ELL population Increasing Transiency Rate Attendance Rates
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Sanders Elementary will increase the number of Kindergarten through 2nd grade students performing on or above grade level from 42% to 50% as measured by the spring administration of the AMIRA assessment. Sanders Elementary will increase the number of 3 rd through 5 th grade students performing on or above grade level from 32% to 37% as measured by the 2024-2025 ELA End-of-Grade Georgia Milestone assessment.

Statement of Concern #2	Of the 592 students who took the MI, 260 (44%) students scored below grade level.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Kindergarten through fifth grade teachers have been challenged with learning the updated instructional expectations for the math standards. Teams need to continue building capacity of the updated math standards and implementing them in their classroom as the state intended.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Kindergarten through fifth grade teachers need to continue growing capacity of an academically challenging environment. The teachers need to focus on having students apply the concepts that they are learning to real world situations.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	
Contributing Factors (Outside of control)	Increasing ELL population Increasing Transiency Rate Attendance Rates
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	Sanders Elementary will increase the number of 1 st and 2 nd grade students performing on or above grade level from 53% to 60% as measured by the spring administration of the DRC Beacon Math assessment. Sanders Elementary will increase the number of 3 rd through 5 th grade students performing on or above grade level by 10 % as measured by the 2024-2025 Math End-of-Grade Georgia Milestone assessment.

Statement of Concern #3	During the 2024 school year, 83 students received office referrals. This is the same number of students as the 2023 school year.
Root Cause #1 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Lack of school wide, consistent Morning Meeting until the second half of the school year. Teachers need a refresher on Quaver and how to best support students' behaviors using this program.
Root Cause #2 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Consistency following PBIS flowchart schoolwide.
Root Cause #3 - (Within control) Impacts which system(s): <input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	Schoolwide PBIS expectations are not implemented and monitored with fidelity. Expectations are visible in common areas, but not in all classrooms.
Contributing Factors (Outside of control)	Social Media (upper grades) Parental Support
Goal <i>Specific, Measurable, Achievable, Relevant, Timebound</i>	

School Improvement Goals

Include goals on the parent compacts and policy

Goal #1	<p>Sanders Elementary will increase the number of Kindergarten through 2nd grade students performing on or above grade level from 42% to 50% as measured by the spring administration of the AMIRA assessment.</p> <p>Sanders Elementary will increase the number of 3rd through 5th grade students performing on or above grade level from 32% to 37% as measured by the 2024-2025 ELA End-of-Grade Georgia Milestone assessment.</p>
Goal #2	<p>Sanders Elementary will increase the number of 1st and 2nd grade students performing on or above grade level by 10% from August 2024 to May 2025 as measured by the spring administration of the DRC Beacon Math assessment.</p> <p>Sanders Elementary will increase the number of 3rd through 5th grade students performing on or above grade level by 10 % as measured by the 2024-2025 Math End-of-Grade Georgia Milestone assessment.</p>
Goal #3	
Goal #4	

Title I Personnel/Positions Hired to Support the School Improvement Goals

SWP Checklist 2.c(iv) - Section 1114(b)(7)(A)(i-iii)(I-V)

Position	Supports Goal(s)	Supports which system(s)	How will the primary actions of this position support the implementation of the School Improvement Plan?
Academic Coach	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input checked="" type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The academic coach is responsible for modeling best practices for other teachers, analyzing student data, determining research-based instructional practices, addressing student learning needs, and facilitating professional development. The academic coach will facilitate family engagement events to support student learning. Additionally, the academic coach will maintain weekly data team meetings that reflect on the expectations of Cobb Collaborative Communities.
Instructional Paraprofessional	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input checked="" type="checkbox"/> Coherent Instruction <input checked="" type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input checked="" type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	The targeted paraprofessional will be utilized in second grade to support teaching and learning. This paraprofessional will assist with small group intervention, individualized student support, and behavior management. By utilizing a paraprofessional to provide teachers and students with support, we are ensuring the maximization of instructional time throughout the school day.
Parent Facilitator	<input checked="" type="checkbox"/> Goal 1 <input checked="" type="checkbox"/> Goal 2 <input checked="" type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input checked="" type="checkbox"/> Family Engagement	The Parent Facilitator collaborates with Academic Coaches, staff, PTA, families, and the community to increase parental involvement in the educational process of their child. By increasing parental involvement, we are working towards addressing the achievement gap apparent between Title I and non-Title I schools. Through communication with school personnel, families (often using interpreters), and the community, the parent facilitator assists with meeting the school's School Improvement plan by providing parent workshops in Math, ELA, and Behavior. Invitations are sent out in both English and Spanish and an interpreter attends the meetings.
	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4	<input type="checkbox"/> Coherent Instruction <input type="checkbox"/> Professional Capacity <input type="checkbox"/> Effective Leadership <input type="checkbox"/> Supportive Learning Environment <input type="checkbox"/> Family Engagement	

<p align="center">GOAL #1</p>	<p>Sanders Elementary will increase the number of Kindergarten through 2nd grade students performing on or above grade level from 42% to 50% as measured by the spring administration of the AMIRA assessment.</p> <p>Sanders Elementary will increase the number of 3rd through 5th grade students performing on or above grade level from 32% to 37% as measured by the 2024-2025 ELA End-of-Grade Georgia Milestone assessment.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p>How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a 34 CFR § 200.26</i></p>	<p>How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.b 34 CFR § 200.26</i></p>	<p align="center">People Responsible</p>
<p>Kindergarten through fifth-grade teachers will implement Expeditionary Learning lessons daily to increase academic rigor as indicated by monthly instructional walks.</p>	<p>District Content</p>	<p>District Local School Title 1</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of teachers will implement Expeditionary Learning into daily instruction by October 2024 as evidenced in lesson planning.</p> <p>Implementation Plan: <u>August- September:</u> Teachers will participate in professional development on Expeditionary Learning led by local school coaches. Teachers will collaborate on Expeditionary Learning lessons and begin implementation. <u>October- April:</u> Monthly walkthroughs will be conducted to monitor implementation and review feedback during CCCs. Adjustments to instructional planning will be ongoing and noted in CCC minutes/unit plans. Provide additional support as needed. <u>May:</u> Review overall impact Artifacts: PD handout/sign-in Lesson planning Walkthrough data</p>	<p>Evaluation Performance Target: By January 2025, 80% of students in each grade will demonstrate proficiency on Expeditionary Learning common assessments.</p> <p>Evaluation plan: Beginning September 2024, teachers will administer common Expeditionary Learning assessments. Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin monthly.</p> <p>Evidence: Common Expeditionary Learning assessment data</p>	<p>All teachers Instructional Coaches All Admin</p>

<p>Kindergarten through fifth grade teachers will utilize the i-Ready program during weekly small group block as evidenced by monthly instructional walks.</p>	<p>i-Ready District Content</p>	<p>District Local School Title 1</p>	<p>July 2024</p>	<p>Implementation Performance Target: 100% of teachers will implement the i-Ready program by November 2024 as evidenced by monthly walks.</p> <p>Implementation Plan: <u>July- August:</u> Teachers will participate in i-Ready trainings (district led) related to implementation and best practices for data analysis to inform instruction. <u>September- April:</u> Teachers will implement the i-Ready program during small group block. Monthly walkthroughs will be conducted to monitor implementation and review progress results during CCCs. Adjustments to instructional planning will be ongoing and noted in CCC minutes/lesson plans. Additional professional learning support will be provided, as needed. <u>May:</u> Review overall impact</p> <p>Artifacts: Monthly walkthrough data Unit plans</p>	<p>Evaluation Performance Target: By January 2025, 80% of students will demonstrate forward progress on the i-Ready program.</p> <p>Evaluation plan: Beginning August 2024, teachers will administer individualized i-Ready assessments. Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Progress monitoring data will be shared monthly with administration.</p> <p>Evidence: Progress monitoring i-Ready data</p>	<p>All teachers Instructional Coaches</p>
--	---	--	------------------	---	---	---

<p align="center">GOAL #2</p>	<p>Sanders Elementary will increase the number of 1st and 2nd grade students performing on or above grade level by 10% from August 2024 to May 2025 as measured by the spring administration of the DRC Beacon Math assessment.</p> <p>Sanders Elementary will increase the number of 3rd through 5th grade students performing on or above grade level by 10% as measured by the 2024-2025 Math End-of-Grade Georgia Milestone assessment.</p>					
<p align="center">Action Step(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii), 2.c(iv),2.c(v)</i></p>	<p align="center">Resources</p>	<p align="center">Funding Source(s) <i>SWP Checklist 5.e</i></p>	<p align="center">Start Date</p>	<p align="center">How will the action step be implemented and monitored? What artifacts will be collected to demonstrate implementation? <i>SWP Checklist 3.a</i></p>	<p align="center">How will the action step be evaluated for impact? What evidence will be collected to demonstrate impact? <i>SWP Checklist 3.a</i></p>	<p align="center">People Responsible</p>
<p>All teachers will use higher order questioning strategies throughout each unit to promote critical thinking as indicated by monthly instructional walks.</p>	<p>District/Local school coaches</p>	<p>Title 1 District Local School</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of all teachers will use higher-order questioning strategies by December 2024 as evidenced by monthly walks.</p> <p>Implementation Plan: <u>August-September:</u> Training on higher order thinking/questioning skills. <u>October:</u> Teachers will use higher-order questioning strategies in their daily instruction. Initial walks will be conducted by instructional coaches to ensure implementation. Feedback will be reviewed at the end of the month. Lesson plans and common assessments will be analyzed and revised to include DOK levels 2 & 3 questions. <u>November- March:</u> Monthly walkthroughs will be conducted to monitor implementation and review assessment data during CCCs. Adjustments to instructional planning will be noted in CCC minutes and unit</p>	<p>Evaluation Performance Target: By January 2025, 80% of students will demonstrate proficiency on common assessments, that include questions on DOK levels 2 & 3.</p> <p>Evaluation plan: Beginning September 2024, teachers will administer common formative assessments using DOK level questions 2 & 3. Results will be analyzed during CCCs. Adjustments to instruction will be noted in CCC minutes. Assessment data will be shared with admin monthly.</p> <p>Evidence: Common assessment data</p>	<p>All Teachers Instructional Coaches All Admin</p>

				<p>plans. Additional support will be provided, if needed.</p> <p>Artifacts: Walkthrough forms Revised common assessments</p>		
<p>Kindergarten through fifth grade teachers will integrate the Georgia Math Learning Plans to increase academic rigor as evidenced in lesson plans.</p>	<p>Georgia Math Learning Plans</p>	<p>District Local School Title 1</p>	<p>August 2024</p>	<p>Implementation Performance Target: 100% of teachers will use the Georgia Math Learning plans by October 2024 as evidenced in lesson planning.</p> <p>Implementation Plan: <u>September:</u> Teachers will participate in professional development on how to integrate the Georgia Math Learning Plans into district-provided coursework. <u>October-April:</u> Teachers will integrate the Georgia Math Learning Plans. During CCCs, lesson plans will be discussed and reviewed with the instructional coaches and grade level administrator to ensure implementation. <u>May:</u> Review overall impact</p> <p>Artifacts: PD handouts Lesson Plans</p>	<p>Evaluation Performance Target: By December 2024, 80% of students will demonstrate progress on the winter administration of the DRC Beacon assessment.</p> <p>Evaluation plan: <u>August 2024,</u> teachers will administer the initial DRC Beacon Math assessment. Instructional needs/adjustments will be discussed and noted in lesson planning. Beginning in October, grade level admin and instructional coaches will look for planning and implementation of the Georgia Math Learning Plans through walks, observations, and CCC planning. In December, teachers will re-administer the DRC Beacon math assessment. Results will be analyzed. Adjustments to instruction will be noted in CCC minutes. In May, overall impact will be reviewed after the final DRC Beacon Math administration</p> <p>Evidence: DRC Beacon assessment data CCC minutes</p>	

Actions to Support Student Groups in Meeting School Improvement Goals

Student Group(s) <i>SWP Checklist 2.a, 2.b, 2.c(i), 2.c(ii)</i>	Action steps to improve/support achievement of student groups	Resources	Funding Source
<input checked="" type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Parent engagement opportunities will be provided at different times of the day as well as virtually in which parents will learn strategies to foster student learning and increase positive behavior and habits at home. All of these opportunities will be interactive, and most will include both students and parents.</p>		Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Interpreters will be provided to help facilitate parent/teacher conferences, RTI meetings, and parent events. Resources will be provided in languages other than English.</p> <p>Academically, the teachers will be using Expeditionary Learning which builds vocabulary and background knowledge, this will help students better understand the academic content. Additionally, students will receive either Push In or Pull Out ESOL services depending on their ACCESS scores.</p> <p>Students with active ELL status will be in a homeroom class with an ESOL-approved teacher.</p>	IWC	Title I
<input type="checkbox"/> Econ. Disadvantaged <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input checked="" type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>Teachers will monitor subgroup data during team data digs. They will use this data to adjust instruction and reteach or extend where needed.</p>	CTLS Assess Data	Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input checked="" type="checkbox"/> Migrant	<p>The school Social Worker and counselors will work with the International Welcome Center to identify any migrant students and provide support, resources, and services to students and families as needed.</p>	IWC School Social Worker	Title I
<input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Special Ed. <input type="checkbox"/> Foster/Homeless <input type="checkbox"/> Race / Ethnicity <input type="checkbox"/> Migrant	<p>The SSA and coaches will provide needed training for teachers, collaboration time, review IEPs, and implement specialized literacy strategies to our SWD population to support mastery of standards.</p>	SSA Coaches	Title I

Family Engagement Plan to Support School Improvement (<i>Required Components</i>)			
Family Engagement Activities (<u>Must be listed in the school policy</u>)	Date(s) Scheduled	Date Completed	“Shall” Standard(s) Addressed
<p>1. Required <u>Annual Title I Meeting – Deadline September 30, 2024</u> Parents will learn about Title I, how our school spends Title funds (budget snapshot), highlights of the schoolwide plan, description of curriculum and assessments used, our school compacts and policies, professional qualifications of our teachers, and opportunities for family engagement including use of the family resource center.</p>	Tentatively: August 13		<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>2. Required <u>Fall Input Survey/ Evaluation (secondary method) – Deadline November 4, 2024</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	Tentatively: October 15 -18		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>3. Required <u>Spring Input Meeting and Survey (primary method) – Deadline April 30, 2025</u> Parents will have the opportunity to assist in planning future family engagement activities, revising our school policy and compact, and considering how to spend our family engagement funds.</p>	Tentatively: April 15		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
<p>4. Required <u>FOUR Building Staff Capacity Opportunities (Do not need to be listed in the Policy)</u> Teacher will continue to learn about the value and utility of contributions of parents including how to reach, communicate with, and work with parents to implement parent programs and build ties between the parents and school <u>Deadlines:</u> PL#1 9/20/24 PL#2 12/6/24 PL#3 2/14/25 PL#4 4/25/25</p>	July 31		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Nov. 12/13		
	Jan. 2/3		
	March 25		
<p>5. Required <u>Transition Activities for parents of students entering or exiting our school (Multiple options, not just visit the school)</u> Parents will have an opportunity to learn about the next grade level in their child’s education. <u>Briefly describe the transition activities here:</u></p>	Tentatively: Kindergarten – July 30 5 th grade - March		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6
<p>6. Required: Provide information related to school and parent/programs meetings in a format and language parents can understand. <i>SWP Checklist 5.d</i></p>	<p><u>List documents translated for parents:</u> Compact and Policy CTLS Parent Notifications Family Engagement Flyers</p>		<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 3 <input type="checkbox"/> 6

School Developed Family Engagement Activities (Required for "Shall's" 2 and 6)							
School Developed Family Engagement Activities (Must be listed in the school policy)	"Shall" Addressed	Goal(s) Addressed	Resources	Funding Source(s) <i>SWP Checklist 5.e</i>	Date	How is the activity monitored, and evaluated? Include data/artifacts to be collected as evidence.	Team Lead
Math/STEM Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		FACE Title I	Nov. 7 - Fall 2024	A survey will be provided at the end of the activity to evaluate the effectiveness of the workshop. Parents will offer feedback regarding how the school can better address their needs as a parent that support their child.	Academic Coaches and Parent Facilitator
ELA/Art Night	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		FACE Title I	March 18 - Spring 2025	A survey will be provided at the end of the activity to evaluate the effectiveness of the workshop. Parents will offer feedback regarding how the school can better address their needs as a parent that support their child.	Academic Coaches and Parent Facilitator
Summer Bridge	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6	<input type="checkbox"/> Goal 1 <input type="checkbox"/> Goal 2 <input type="checkbox"/> Goal 3 <input type="checkbox"/> Goal 4		FACE Title I	Spring 2025	A survey will be provided at the end of the activity to evaluate the effectiveness of the workshop. Parents will offer feedback regarding how the school can better address their needs as a parent that support their child.	Academic Coaches and Parent Facilitator

GaDOE required six "Shall's". Each shall must be addressed at least once during the school year:

1. Assist parents in understanding state academic standards, state and local assessments, and how to monitor their child's academic progress.
2. Provide materials and training to help parents work with their child to improve academic achievement. (Ex. Literacy training, technology training)
3. Educate school staff in the value and utility of the contributions of parents, and how to reach, communicate with, and partner with parents to implement parent programs to build ties between parents and the school.
4. Coordinate and integrate parent programs and activities with other Federal, State, and local programs (Preschool to Kindergarten, transitions, parent resource centers, etc.) to support parents in more fully participating in their child's education.
5. Ensure information related to school and parent programs/meetings are sent in a format and language parents can understand.
6. Provide other reasonable support for parental involvement activities as parents may request. These are school developed activities based upon parent input. (#14 in list of "shalls" and "mays")

School Improvement Plan Required Questions

Schoolwide Plan Development – Section 1114(2)(B) (i-iv)

1. Cobb County's schoolwide plans are developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of Every Student Succeeds Act, in which case such school may continue to operate such program but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. **Evidence to support this statement includes: The dated schoolwide plans, dated budget meeting agendas and signature pages, and dated committee and input meeting signature pages.** *SWP Checklist 5(a)*

2. Cobb County's schoolwide plans are developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. **Evidence to support this statement includes: The schoolwide plan committee signature page and the Family Engagement fall and spring input meetings.** *Schoolwide Checklist 5(b)*

3. Cobb County's schoolwide plans remains in effect for the duration of the school's participation under Sec. 114(b)(1-5) of ESSA, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. **Evidence to support this statement includes: The Title I midyear and end of year monitoring of SWP goals, monitoring and approving all Title I expenditures, and revision dates listed on the SWP cover page.** *SWP Checklist 5(c)*

4. Cobb County's schoolwide plans are available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. **Evidence to support this statement includes: Every Title I school post the Title I plan, Title I budget, and Family Engagement Components on the school's website and in multiple languages.** *SWP Checklist 5(d)*

5. Describe how the schoolwide plan has been developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable. *SWP Checklist 5(e)* **Include district initiatives that are supported with Title I Funds (For example: Early Literacy Framework (ELF), Math Fluency Initiative (MFI), LETRS, Read 180, etc.)**

SCHOOL RESPONSE:

Sanders Elementary School will integrate state and local funds and community support in several ways. Title II will provide professional development support through multiple PL opportunities. Title III will provide language proficiency support. Sanders will utilize 20-day funds to provide students who are struggling to meet state standards with tutoring support. The Student Assistance Programs department will provide support for the school's implementation of the

program, Positive Behavioral Intervention and Support (PBIS). Sanders will utilize our community partners for volunteering and support for the program. In conjunction, these programs will work together to meet the needs of the students and families at Sanders Elementary School as identified by the CAN and parent/family surveys.

Additionally, Sanders will implement several CCSD initiatives that are supported by Title I funds. K-2 grade will implement the Early Literacy Framework. During the 2025 school year, additional teachers will be receiving LETRS training through our district. Interventionists will receive training in iReady in grades 3-5.

ESSA Requirements to Include in the Schoolwide Plan – Section 1116(B)(1)

6. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. **Evidence to support this statement includes Posting every Title I school’s parent policy on the school’s website in multiple languages where practicable, Fall and Spring input meeting agendas and sign in sheets providing parents the opportunity to assist in the development of the school’s parent policy, compact and parent engagement budget.**

SWP Checklist 4

Evaluation of the Schoolwide Plan - 34 CFR § 200.26

7. Describe how the school regularly monitors and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement. *SWP Checklist 3(a)*

SCHOOL RESPONSE:

Sanders ES implements Collaborative Communities where high standards of teaching and learning are essential to improving instructional practices in order to increase student achievement. These communities focus on understanding the standards, professional learning opportunities, analyzing student data, and using data to drive instruction. Data from ELF, EOGs, NSGRA, CCSD Interims, and common assessments are analyzed and reflected upon to inform teachers on where to provide interventions for students and improve upon best instructional practices in order to impact student achievement. In addition, the 4 questions of a PLC (CCC) are focused on weekly as we meet with grade level teachers. As a school, our goals are to:

- Provide on-going professional learning opportunities
- Improve teaching and learning through bettering instructional practices
- Targeted student outcomes that focus on the school and district goals
- Collaborative planning for teachers in which they focus on data to determine new techniques and strategies to support instruction
- Involve all teachers (general education, special education, ESOL, EIP, Interventionists, ESOL, paraprofessionals, and specialists) in school-based decision making that supports students, staff, and families

8. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards. *SWP Checklist 3(b)*

SCHOOL RESPONSE: At Sanders, we maintain a schoolwide data wall in an effort to reflect on student achievement quarterly as measured by the CCSD Universal Screeners, DRC Beacon. We will continue to use the four guiding questions to analyze data and determine the effectiveness of our programs at increasing student achievement. Based on this data, we will adjust student groups to better meet their needs.

9. Describe how the schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program. *SWP Checklist 3(c)*

SCHOOL RESPONSE: During our mid-year review, we reflect on our progress towards meeting our goals and determine next steps. The results from these findings will be used to revise the school-wide plan as needed. As a leadership guiding coalition, we collaborate and discuss our next steps to ensure we are consistent and all on the same page.

Schoolwide Plan Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

10. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: Provide opportunities for all children, including all subgroups defined in section 1111 (c)(2), to meet the State’s challenging academic standards. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps and the schoolwide plan student groups page specifically identifying supports to assist various student groups in meeting the State’s challenging academic standards, where applicable.** *SWP Checklist 2(a)*

11. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(b)*

12. Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards through activities which may include - counseling, school-based mental health programs, specialized instructional support services and other strategies to improve students’ skills outside the academic subject areas. **Evidence to support this statement includes: Specific schoolwide plan action steps, the method for monitoring and evaluating those action steps, where applicable.** *SWP Checklist 2(c)(i)*

13. Describe the implementation of your schoolwide tiered model to prevent and address problem behavior and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.). *SWP Checklist 2.c(iii)*

SCHOOL RESPONSE: Sanders will continue with fully implementing PBIS in an effort to reduce the number of office referrals. When students receive an office referral it is removing students from the classroom, impacting their learning. Teachers will complete a classroom management plan and communicate that to students, parents, and administration. Teachers will also maintain an occurrence log to analyze the type of behavior, the reason for the behavior, and when the behavior occurs using the minor referrals in the PBIS Rewards app. Additionally, an adopted school-wide flow chart will be implemented to ensure consistent practices are being followed and so teachers can determine when the administration should be contacted. An RTI²/MTSS Support Team made up of administrators, counselors, academic coaches, and behavior specialists will be in place to ensure Tier 2 interventions and strategies for behaviors, that are matched with the student’s specific behavior, are practiced with fidelity. To build positive relationships with parents, the teacher will be required to make a

“sunshine call” home twice a year. Additionally, Sanders will implement Morning Meetings and Quaver school-wide. Quaver is an evidence-based social-emotional learning curriculum proven to support student behavior. The lessons support students by providing students with strategies that help manage their own emotions and build positive relationships, so they’re better equipped to learn.

14. Describe professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. *SWP Checklist 2.c(iv)*

SCHOOL RESPONSE: Sanders Elementary:

- The K-2 Teachers and paraprofessionals will participate in ongoing job embedded job-embedded development opportunities throughout the year on the Early Literacy Framework provided by CCSD. Select staff will participate in professional learning opportunities.
- All grade level teams will participate in grade level SCC Meetings using the CCSD CCC Four Guiding Questions to analyze the standards, how they are assessed, and the outcomes. They will use data to drive instructional needs for students who have and have not reached proficiency in ELA and Math.
- Within weekly Grade Level SCC Meetings, data will be analyzed by specific subgroups to ensure all student needs are being addressed.
- Each grade level will be provided with four collaboration-days days to create pacing guides for each quarter, create common assessments, and plan collaboratively. Monthly Vertical Team Meetings will be implemented to increase cohesiveness throughout K-5.
- Sanders K-5 teachers will participate in a continued training on The Next Step Guiding Reading Assessment Toolkit led by Academic Coaches to ensure consistency in best practices in reading assessments is taking place school-wide.
- Time will be dedicated for all specialized teachers and interventionists to meet with grade levels to understand data and look for ways to best support our students.
- Strengthen the established New Teacher Academy and a Para University led by Academic Coaches to build the capacity of the new teachers and current paraprofessionals with job-embedded learning opportunities.

15. **ONLY MIDDLE AND ELEMENTARY SCHOOL RESPONSE REQUIRED** Describe the transition activities provided for preschool children to kindergarten, 5th grade students to 6th grade and 8th grade students to 9th grade. *SWP Checklist 2.c(v)*

SCHOOL RESPONSE:

Kindergarten Camp (one week in July) to preview and acclimate to school to transition seamlessly into kindergarten

- Tour of school for rising kindergarteners and parents with the opportunity to interact with teachers, students, and school personnel in May
- Resources provided to parents on how to best prepare their students for kindergarten socially, emotionally, and academically in May

- Provide summer EIP Assessments in July to identify learning profiles in reading and math to individual rising kindergarteners to ensure the best class placement.

Kindergarten transition will be in July before meet and greet to support students transitioning into kindergarten. This will also support parents in what they can do to support their child in Kindergarten.

Fifth grade transition will happen during March or April. There will be both a student centered activity and one for parents and students.

16. ONLY HIGH SCHOOL RESPONSE REQUIRED Describe how the school prepares and makes aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools. *SWP Checklist 2.c(ii)*

SCHOOL RESPONSE: N/A

Comprehensive Needs Assessment – Section 1114(b)(1)(A)

17. Cobb County's schoolwide plans are based on a comprehensive needs assessment of the entire school, that considers information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the State academic standards and any other factors as determined by the local educational agency. **Evidence to support this statement includes: The comprehensive needs assessment section of the schoolwide plan.** *SWP Checklist 1*